

Splendor Independent School District



2025-2026 District Improvement Plan

Public Presentation Date:
January 20, 2026

Mission Statement

Cultivating Exceptional People

Vision

Right People

Right Things

Right Way

Right Resources

Right Relationships

Value Statement

Every child has strengths and talents. Splendora ISD will focus on these strengths and talents regardless of a test score. To do anything less neglects our duty as parents, educators, and community members.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Splendor Independent School District conducted a Comprehensive Needs Assessment to evaluate current practices, programs, and student performance and to identify priority needs for the 2025–2026 school year. The assessment process included analysis of multiple data sources, including student achievement and growth data, demographic and student characteristic data, federal and state accountability indicators, stakeholder surveys, and feedback from staff, students, parents, and community members. District and campus leadership teams reviewed data related to curriculum and instruction, student learning outcomes, organizational processes, stakeholder engagement, and resource allocation.

The CNA process focused on identifying strengths, barriers, and root causes impacting student performance and organizational effectiveness. Findings from the needs assessment were used to prioritize areas of need, align district goals and strategies, and ensure the strategic use of federal, state, and local resources. Results of the CNA directly inform the development of the District Improvement Plan and support continuous improvement efforts designed to improve student outcomes and meet accountability requirements.

Demographics

Summary

According to the most recent Texas Education Agency Snapshot data used for the 2025–2026 planning cycle, Splendora Independent School District serves a diverse student population. Hispanic students represent approximately 48% of total enrollment, while White students comprise approximately 44%. African American students account for approximately 5% of the student population. Students identifying as Two or More Races represent approximately 2%, and Asian students comprise less than 1% of enrollment. American Indian and Pacific Islander students each represent less than 1% of the total student population. This demographic information was reviewed as part of the Comprehensive Needs Assessment and informs district planning, goal setting, and the identification of student groups for targeted support.

In addition to demographic composition, district planning reflects analysis of key student characteristics as defined by TEA accountability and ESSA requirements. Based on the most recent Snapshot data, approximately 70% of students are identified as economically disadvantaged, indicating the need for supplemental instructional supports and services. Emergent Bilingual students comprise approximately 25% of district enrollment, requiring focused language acquisition supports and instructional strategies aligned to state and federal program requirements. Additionally, approximately 73% of students meet the state definition of at-risk, reflecting a need for academic intervention, progress monitoring, and dropout prevention strategies. Students receiving special education services represent approximately 14% of the student population, necessitating continued emphasis on specially designed instruction, inclusive practices, and compliance with IDEA. These student characteristics were considered during the Comprehensive Needs Assessment and directly inform the district's goals, strategies, and allocation of federal, state, and local resources to improve student outcomes.

Strengths

Splendora Independent School District serves a diverse student population that provides a strong foundation for culturally responsive instructional practices and inclusive learning environments. The district's significant Hispanic and Emergent Bilingual student populations, combined with a diverse racial and ethnic composition, offer opportunities to leverage multilingual assets, family engagement, and community partnerships to support student achievement. Additionally, the district's experience serving a high percentage of economically disadvantaged and at-risk students has resulted in established systems for targeted interventions, supplemental instructional supports, and use of federal and state resources to address identified student needs.

Barriers Identifying Demographics Needs

Barrier

Root Cause

1

Analysis of district demographic and student characteristic data indicates that a high percentage of students are identified as economically disadvantaged, Emergent Bilingual, at-risk, and receiving special education services, resulting in increased academic and linguistic support needs across campuses. Student performance data show variability in academic outcomes among identified student groups,

The root cause of the identified problem is inconsistent implementation of aligned, evidence-based instructional practices and intervention systems across classrooms and campuses, particularly those designed to meet the academic and language development needs of economically disadvantaged, Emergent Bilingual, at-risk, and special education students. This inconsistency limits the district's ability

 = Priority

Student Learning

Summary

An analysis of the most recent Texas Education Agency accountability and assessment data indicates that Splendora Independent School District demonstrates mixed student performance outcomes. District data show strong results in student persistence and completion, with a high on-time graduation rate and low dropout rate, reflecting effective systems to support students through graduation. However, STAAR assessment results indicate that while a majority of students perform at the Approaches Grade Level standard, fewer students meet the higher performance standards of Meets or Masters Grade Level, particularly in mathematics. Additionally, college and career readiness indicators, including SAT performance and postsecondary readiness measures, remain below state averages. These data suggest a need for increased instructional rigor, consistent implementation of evidence-based instructional practices, and targeted academic supports to improve student achievement and growth across all student groups.

Strengths

Splendora Independent School District demonstrates several student learning strengths that support continued academic growth. District data reflect strong student persistence, as evidenced by a high on-time graduation rate and low dropout rate, indicating effective systems for student engagement and completion. Additionally, a majority of students perform at or above the Approaches Grade Level standard on STAAR assessments, demonstrating foundational knowledge and skills aligned to the Texas Essential Knowledge and Skills (TEKS). The district also benefits from a diverse and multilingual student population, which provides opportunities to leverage language assets, culturally responsive instruction, and targeted academic supports. These strengths establish a solid foundation upon which the district can build increased rigor, acceleration, and growth toward higher levels of academic performance.

Barriers Identifying Student Learning Needs

Barrier

Root Cause

1

Splendora Independent School District has a limited percentage of students achieving the Meets and Masters Grade Level standards on STAAR assessments, particularly in mathematics, indicating a need for more consistent instructional rigor, targeted differentiation, and progress monitoring to support academic growth across student groups.

Inconsistent implementation of aligned, evidence-based instructional practices and progress monitoring across classrooms limits students' ability to progress from Approaches to Meets and Masters Grade Level standards, particularly in mathematics.

 = Priority

District Processes & Programs

Summary

Splendora Independent School District implements district wide programs and processes designed to support effective instruction, continuous improvement, and student success. Curriculum and instruction are aligned to the Texas Essential Knowledge and Skills (TEKS) and supported through district-adopted instructional materials, pacing guidance, and ongoing analysis of student performance data to inform instructional decisions. Professional development is provided to support high-quality instruction, evidence-based practices, and implementation of district priorities, with targeted learning opportunities aligned to identified needs, including support for Emergent Bilingual learners, special education services, and intervention strategies.

Leadership and decision-making processes emphasize collaborative planning, data-informed discussions, and alignment between district goals, campus improvement plans, and classroom practices. Communication structures are in place to support coordination among district leadership, campus administrators, staff, families, and the community, ensuring clarity of expectations and shared understanding of district initiatives. Organizational structures, scheduling, and support services are designed to provide instructional time, intervention opportunities, and access to academic, social-emotional, and behavioral supports for students. The district also offers extracurricular and co-curricular opportunities that promote student engagement, leadership development, and well-rounded educational experiences.

Technology is integrated to support instruction, assessment, communication, and operational efficiency, with systems in place to enhance access to digital resources and instructional tools. Collectively, these programs and processes are reviewed through the Comprehensive Needs Assessment process and refined to ensure alignment with district goals, accountability requirements, and the evolving needs of students and staff.

Strengths

Splendora Independent School District has established district wide systems that support instructional alignment and continuous improvement. Curriculum and instructional resources are aligned to the TEKS and supported by district pacing guidance and common expectations for instruction. The district provides ongoing professional development aligned to identified needs, including support for evidence-based instructional practices, intervention strategies, and services for Emergent Bilingual and special education students.

Leadership and decision-making processes emphasize collaboration and the use of student performance data to guide instructional and programmatic decisions. Communication structures support coordination between district leadership, campuses, and stakeholders, promoting clarity and consistency in implementation. Organizational structures, scheduling, and support services allow for targeted intervention, instructional support, and student engagement through extracurricular and co-curricular opportunities. Technology systems further support instruction, assessment, and communication, contributing to operational efficiency and access to instructional resources.

Barriers Identifying District Processes & Programs Needs

Barrier

Root Cause

1

While district systems and programs are in place, inconsistent implementation of instructional practices, intervention processes, and progress monitoring across campuses limits the effectiveness of curriculum, professional development, and support services in accelerating student learning and closing achievement gaps.

Lack of consistent monitoring, feedback, and alignment across campuses results in variable implementation of instructional practices, intervention processes, and progress monitoring systems.

 = Priority

Perceptions

Summary

Splendora Independent School District evaluates the effectiveness of its organizational practices through multiple feedback and data sources, including surveys, interviews, and focus groups with staff, students, parents, and community stakeholders. Staff feedback is regularly reviewed to assess professional climate, communication effectiveness, leadership support, and opportunities for growth. Student feedback and engagement data are used to inform decisions related to instructional practices, campus culture, and support services.

Parent and family engagement is monitored through participation data, event attendance, and feedback collected during meetings and surveys, providing insight into the effectiveness of communication, outreach, and partnership efforts. The district also reviews community partnership and volunteer data to assess levels of collaboration and support for district initiatives. Organizational culture and climate are informed by shared values and beliefs, with attention given to maintaining a positive, supportive environment for students and staff.

Communication processes are evaluated through feedback on clarity, timeliness, and consistency of information shared across district and campus levels. Staff retention data are analyzed to identify trends related to workplace satisfaction, support structures, and organizational effectiveness. Collectively, these data sources are reviewed as part of the Comprehensive Needs Assessment process and used to identify strengths and areas for improvement, guiding strategic planning and continuous improvement efforts across the district.

Strengths

Splendora Independent School District regularly uses surveys, stakeholder feedback, participation data, and staff retention information to inform decision-making, support a positive culture, and improve communication and organizational practices.

Barriers Identifying Perceptions Needs

Barrier

Root Cause

1

Inconsistent use of stakeholder feedback and communication data across campuses limits the district's ability to fully align organizational practices and engagement efforts with stakeholder needs.

Lack of consistent systems for analyzing and acting on stakeholder feedback and communication data across campuses.

 = Priority

Student Learning & Progress

Summary

District Goal Summary: Student Learning and Progress

The district aims to achieve equitable outcomes for all students by equipping campuses with the necessary training, data analysis tools, and intervention strategies, while promoting collaboration through Professional Learning Communities (PLCs) and targeted instructional practices.

Key Strategies:

- 1. Professional Development on Instructional Strategies and Data-Driven Instruction:**
Teachers will receive training focused on small group instruction and data analysis to ensure all student groups are progressing equitably. Targeted development will also help teachers design product focused activities that aligns with TEKS standards and promotes mastery of key skills.
- 2. Targeted Interventions and Support for At-Risk and Emergent Bilingual Students:**
The district will offer resources for individualized language plans and tiered interventions for struggling students. Regular data tracking will be used to monitor progress and effectiveness of these interventions.
- 3. Enhancing PLC and Lesson Design for TEKS-Aligned Instruction:**
Collaborative PLC and lesson planning will focus on aligning instruction with TEKS standards, regularly revisiting strategies through data-driven discussions. A district-wide standards tracking tool will help monitor student mastery and guide instructional adjustments.
- 4. Student-Centered Learning Tools and Accountability:**
Essential Questions will be integrated into classrooms to promote engagement and reflection. Teachers will use student responses in PLC meetings to drive instructional decisions and support ongoing learning.
- 5. Fostering Continuous Improvement through Professional Development:**
The district will ensure all professional development aligns with the strategic plan, offering sessions that address both academic and social-emotional needs. Teachers will reflect on and adjust their lesson designs using data, ensuring steady student growth throughout the year.

This comprehensive approach will help raise student performance and ensure consistent progress for all student groups, with targeted support for those who need it most.

Strengths

Strengths of the District Goal Summary: Student Learning and Progress

- 1. Focus on Equitable Outcomes:**
The district prioritizes equity by providing targeted support and ensuring that all student groups, including at-risk and emergent bilingual students, have the tools needed for success.
- 2. Comprehensive Professional Development:**
Training is provided for teachers during the summer months and scheduled professional development days.
- 3. Data-Driven Instruction and Monitoring:**
Regular data analysis through PLCs and progress monitoring helps teachers make informed decisions, identify areas for improvement, and ensure that students are progressing toward mastery of key skills.
- 4. Targeted Interventions for At-Risk Students:**
The district's commitment to tiered interventions and individualized language plans addresses the needs of struggling and

emergent bilingual students, promoting growth and closing learning gaps.

5. Collaborative Planning and Structured Support:

The use of PLCs for collaborative lesson design ensures alignment with TEKS standards and fosters a culture of shared accountability. Teachers benefit from regular, structured opportunities to adjust instruction based on student needs.

6. Student-Centered Learning and Accountability:

Tools like the integration of Essential Questions promote student engagement, ownership of learning, and accountability for tracking their progress.

7. Continuous Reflection and Improvement:

The district promotes continuous improvement by aligning professional development with the strategic plan, encouraging reflection, and using data to adjust instruction to enhance student achievement.

8. Support for Social-Emotional Learning:

Professional development includes a focus on social-emotional and behavioral needs, ensuring that the whole child is supported in the learning process, which can lead to better academic outcomes.

This strengths-based approach positions the district to effectively support teachers and students, fostering growth and achievement across all student groups.

Barriers Identifying Student Learning & Progress Needs

Barrier

Root Cause

1

Inconsistent Implementation of Professional Development: While the district provides training on instructional strategies, ensuring consistent application of these strategies across all campuses can be challenging. Some teachers may struggle to integrate new techniques or may lack follow-up support, leading to uneven results in student progress.

A possible root cause of inconsistent implementation of professional development could be insufficient follow-up support and monitoring after initial training sessions. While professional development is provided, without ongoing coaching, feedback, or time for teachers to practice and refine new strategies, they may struggle to fully integrate these techniques into their daily instruction.

2
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Limited Capacity for Data-Driven Instruction: Teachers may lack the time, expertise, or tools to effectively analyze data and adjust instruction accordingly. Insufficient access to real-time data or a lack of ongoing professional development in data analysis can hinder the ability to track student progress and make timely instructional changes.

A possible root cause of the limited capacity for data-driven instruction could be inadequate time and resources allocated for data analysis and instructional adjustment. Teachers are often tasked with multiple responsibilities, such as lesson planning, classroom management, grading, and meeting diverse student needs, leaving little time for in-depth data analysis.

3
★

Challenges in Supporting At-Risk and Emergent Bilingual Students: Implementing individualized language plans and tiered interventions may be complicated by limited staff capacity, lack of resources, or varying levels of teacher expertise in addressing the needs of diverse learners. Maintaining regular data tracking for these groups can be time-consuming and may face resource constraints.

A possible root cause of challenges in supporting at-risk and emergent bilingual students could be insufficient staffing and specialized training. Limited availability of interventionists or bilingual specialists, coupled with varying levels of teacher expertise in differentiating instruction for diverse learners, may hinder the effective implementation of interventions.

4
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Collaborative Planning Time in PLCs: Providing sufficient time for teachers to collaborate in Professional Learning Communities (PLCs) and design TEKS-aligned lessons can be difficult due to scheduling conflicts or high demands on teachers' time. Without regular, structured collaboration, lesson planning may not be consistently aligned with the district's goals.

A possible root cause of challenges with collaborative planning time in PLCs is competing demands on teachers' time and scheduling constraints. Teachers often face heavy workloads that limit their availability for dedicated, structured collaboration. Additionally, differences in schedules across grade levels, subjects, or departments can make it difficult to align common planning times.

5

Resistance to Change: Teachers and staff may resist adopting new instructional methods, especially if they feel overwhelmed by other responsibilities or if there is a lack of clear communication about the benefits of the new strategies. Resistance to change can slow the adoption of data-driven instruction, new intervention strategies, or instructional practices aligned with TEKS standards.

A possible root cause of resistance to change is insufficient support and communication around the rationale and benefits of new instructional methods. Teachers may feel overwhelmed by existing responsibilities and hesitant to adopt unfamiliar strategies, particularly if they perceive the changes as adding to their workload without clear evidence of positive impact.

6

Sustaining Engagement with Continuous Improvement: While professional development may be offered, sustaining teacher engagement throughout the year can be a challenge. Some teachers may not feel the immediate relevance of certain training sessions or may struggle to consistently apply the lessons learned in their classroom settings.

A root cause of limited engagement with continuous improvement is the disconnect between professional development and immediate classroom needs. Teachers may struggle to apply training if it doesn't directly address their daily challenges, leading to reduced motivation and inconsistent implementation over time.

7

Student Engagement with Accountability Measures: Encouraging students to fully engage with essential questions and other accountability measures can be difficult, particularly if students do not see the immediate value or if the instructional design does not adequately cater to diverse learning needs.

A root cause of limited student engagement with accountability measures is students' lack of perceived value or connection to their learning needs. This can hinder motivation and reflective practices, impacting continuous learning.

 = Priority

Community Engagement & Partnerships

Summary

District Goal Summary: Community Engagement and Partnerships

The district aims to support campuses in strengthening community engagement, improving parent communication, and facilitating effective event planning throughout the school year to foster collaboration and showcase student achievements.

Key Strategies:

1. Guidance for Committee Organization and Event Planning:

The district will help campuses establish committees with clear roles and expectations. These committees will meet every nine weeks to plan events such as open houses and multilingual showcases. The district will provide event planning templates, ensure alignment with campus goals, and distribute parent feedback surveys to gather input for future improvements.

2. Enhancing Parent Communication Systems:

To increase parent engagement, the district will ensure that Skyward access instructions are sent out every nine weeks in both Spanish and English. Technical support will be provided to generate reports identifying parents without email accounts. In cases where families do not use email, phone calls will be made, and communication will be supported through translation tools to reach non-English/Spanish speakers.

3. Facilitating a Special Events Calendar:

The district will assist in creating a special events calendar, requiring team leaders, club sponsors, and PTO officers to add upcoming events one month in advance. This calendar will help keep event planning organized and accessible to staff and families.

4. Ensuring Timely and Precise Communication with Stakeholders:

The district will support the campus by providing training and tools to enhance communication with parents and stakeholders. Timely notifications will be encouraged through various channels, including emails, newsletters, and phone calls, ensuring parents are well-informed about campus events.

By strengthening community partnerships and improving communication systems, these strategies aim to foster stronger connections between families, campuses, and the district, ultimately enhancing student success and engagement.

Strengths

Strengths of the District in Community Engagement and Partnerships

1. Structured Event Planning and Organization Support:

The district recognizes the need for more structure and communication when providing events for the students, parents and community.

2. Comprehensive Parent Communication Systems:

The district's focus on increasing parent communication, especially by sending out Skyward access instructions in both Spanish and English every nine weeks, demonstrates a commitment to inclusivity. Technical support for identifying families without email and personalized phone calls with translation tools for non-English speakers enhance the reach and accessibility of communication.

3. Collaborative Special Events Calendar:

By assisting campuses in developing a special events calendar, the district ensures that all events are well-coordinated and communicated in advance. This promotes transparency and helps families stay informed about upcoming events, improving participation and engagement.

4. Timely and Multilingual Communication:

The district recognizes the importance in providing training and tools to ensure timely and clear communication with stakeholders. Using multiple communication channels, including emails, newsletters, and phone calls, ensures that important information reaches all families, regardless of language or technological access.

5. Commitment to Feedback and Continuous Improvement:

The district's approach to gathering parent feedback through surveys for event planning reflects its commitment to continuous improvement. This feedback-driven process ensures that future events are aligned with community needs and expectations, promoting stronger partnerships.

These strengths highlight the district's focus on inclusive, organized, and consistent communication and event planning to foster a collaborative environment that enhances community engagement and supports student achievement.

Barriers Identifying Community Engagement & Partnerships Needs

Barrier	Root Cause
<p>1 Limited Participation: Difficulty in getting parents, community members, and staff to consistently participate in committees or events due to conflicting schedules or lack of interest.</p>	<p>conflicting schedules, which can make it challenging for individuals to prioritize involvement. Additionally, a lack of interest or awareness about the benefits of participation may contribute to lower engagement levels. Without effective outreach or incentives to participate, many potential members may feel disconnected from the school community, further diminishing their involvement.</p>
<p>2 Communication Gaps: Parents may not receive or understand communications sent via Skyward or other platforms, particularly those who lack internet access or proficiency in English/Spanish.</p>	<p>Parents may not receive or understand communications sent through Skyward or other platforms due to limited internet access or language proficiency in English and Spanish. This can result in missed information and reduced engagement.</p>
<p>3 Resource Limitations: Insufficient staff or financial resources may hinder effective planning and execution of events, reducing the overall quality and impact of community engagement efforts.</p>	<p>Insufficient staff or financial resources can impede effective event planning and execution, negatively impacting the quality and effectiveness of community engagement efforts.</p>
<p>4 Inadequate Feedback Mechanisms: Low response rates on parent feedback surveys can result in a lack of valuable insights to inform future event planning and improvement efforts.</p>	<p>Low response rates on parent feedback surveys may lead to a lack of valuable insights for informing future event planning and improvements.</p>
<p>5  Sustaining Engagement: Maintaining consistent interest and involvement from parents and community members over time can be challenging, especially if they do not see immediate benefits.</p>	<p>Consistently maintaining interest and involvement from parents and community members can be difficult, especially if they don't perceive immediate benefits.</p>

6

Technical Challenges: Issues with technology, such as difficulty accessing platforms or using translation tools, may limit effective communication with non-English speakers.

Technology issues, like difficulties accessing platforms or using translation tools, can hinder effective communication with non-English speakers.

7
★

Scheduling Conflicts: Coordinating the schedules of committee members and other stakeholders for regular meetings can be problematic, leading to ineffective planning and follow-through on initiatives.

Coordinating committee members' and stakeholders' schedules for regular meetings can be challenging, resulting in ineffective planning and follow-through on initiatives.

★ = Priority

Professional Learning & Quality Staff

Summary

District Goal Summary: Retaining High-Quality Teachers and Staff

The district aims to support campuses in retaining high-quality teachers and staff by fostering a culture of recognition, providing personalized affirmation, and offering targeted professional development.

Key Strategies:

1. Culture of Recognition and Appreciation:

The district will promote weekly and monthly recognition efforts, including public acknowledgments through platforms like LiveSchool, newsletters, and social media, as well as campus parades for Teacher and Staff Member of the Month. Regular check-ins between campus leaders and staff will ensure consistent feedback and personal engagement.

2. Personalized Affirmation Systems:

Campuses will be encouraged to survey teachers and staff to understand their preferred methods of recognition and implement a variety of affirmation techniques, such as handwritten notes, "Cat compliments," and other incentives, to meet individual preferences.

3. Professional Development Resources:

The district will ensure that all departments have access to the necessary district resources. Professional development will be scheduled intentionally to expose staff to relevant materials and support their growth.

4. Strategic Alignment of Professional Development:

A year-long professional development schedule will be created to align with each campus's strategic goals, ensuring that all PD days focus on curriculum internalization and instructional strategies that enhance teaching and learning outcomes.

5. Tailored Learning Opportunities:

Staff will be offered personalized professional learning through breakout sessions addressing academic, behavioral, and social-emotional needs. Leadership development will be promoted by encouraging teachers to lead PD sessions, fostering collaboration and continuous improvement.

6. Staff Engagement and Success Metrics:

Staff engagement surveys will track satisfaction, aiming for 90% of teachers and staff to report feeling valued by campus leadership by the end of the 2024-2025 school year.

These strategies will help create a supportive, motivating environment that fosters teacher retention and professional growth.

Strengths

Strengths of the District in Retaining High-Quality Teachers and Staff:

1. Consistent Recognition and Appreciation:

- Weekly recognition through various platforms (LiveSchool, newsletters, announcements) and monthly celebrations (Teacher/Staff Member of the Month) foster a culture of appreciation and boost morale.
- Regular recognition reinforces the value of teachers and staff, ensuring they feel seen and acknowledged.

2. Personalized Affirmation:

- Conducting interest surveys to understand how teachers and staff prefer to be recognized allows for personalized engagement, making affirmations more meaningful.
- Daily affirmation events (e.g., handwritten notes, compliments) cater to individual preferences, helping to build stronger relationships and improve staff well-being.

3. Department-Specific Professional Development:

- Providing tailored resources and support ensures all staff members have access to necessary tools and professional development, enhancing job satisfaction and effectiveness.
- Clear channels for requesting resources foster responsiveness to staff needs.

4. Alignment with Strategic Goals:

- A year-long professional development schedule that aligns with the strategic plan ensures that all training is purposeful and directly supports campus objectives.
- Emphasis on instructional design meetings and curriculum internalization helps staff stay focused on goals that drive student success.

5. Tailored Professional Learning Opportunities:

- Offering breakout sessions that cater to different professional needs (academic, behavioral, social-emotional) provides flexibility and allows staff to focus on personal and professional growth.
- Encouraging teachers to lead professional development builds leadership capacity and promotes collaboration.

6. Ongoing Feedback and Engagement:

- Weekly check-ins between leadership and staff promote open communication, addressing both personal and professional needs, fostering trust, and maintaining consistent feedback loops.
- Using staff engagement surveys to measure success ensures data-driven adjustments and promotes a culture of continuous improvement, aiming for high satisfaction levels (90% by 2024-2025).

These strengths support teacher retention by fostering a positive work environment, providing targeted professional growth, and encouraging personal connections between staff and leadership.

Barriers Identifying Professional Learning & Quality Staff Needs

Barrier	Root Cause
<p>1 ★</p> <p>Limited Time and Resources for Recognition: Administrators and leadership may struggle to find the time or resources to consistently recognize staff through weekly newsletters, social media announcements, or campus parades. The demands of managing daily operations could take precedence, leading to inconsistent implementation of recognition efforts.</p>	<p>Lack of scheduled time and resources to recognize staff</p>
<p>2</p> <p>Resistance to Change or Personalization: Some teachers or staff members might resist new systems of personalized affirmation if they feel uncomfortable being publicly recognized or have differing preferences for how they want to receive feedback. Ensuring that affirmation systems are truly personalized may also be difficult in larger schools with many staff members.</p>	<p>Lack of staff input on how they would prefer to be recognized.</p>
<p>3</p> <p>Budget Constraints: Implementing rewards, events, and affirmation systems often requires financial investment. Budget limitations could affect the ability to provide material incentives, certificates, or support for professional development, impacting the effectiveness of recognition and affirmation strategies.</p>	<p>Budget constraints causing a prioritization of funding</p>
<p>4 ★</p> <p>Access to Tailored Professional Development: Ensuring that all departments receive appropriate professional development resources can be challenging. Departments with fewer staff or specific needs may feel underserved if district-wide professional development doesn't align well with their unique subject matter.</p>	<p>limited time for professional development</p>

5

Survey Participation and Honest Feedback: Achieving a 90% engagement rate in staff surveys might be difficult if staff are not motivated to participate or provide honest feedback. If teachers feel their input won't lead to real changes, survey results may not accurately reflect their satisfaction levels.

Staff members not seeing the benefit of taking their time to fill out a survey

6



Leadership Capacity for Regular Check-Ins: Campus leaders may not have the bandwidth to consistently conduct meaningful weekly check-ins with all teachers and staff. This could limit the personal engagement and feedback loop that is key to the strategy's success.

Campus leaders - organization and time management

7

Cultural Differences in Recognition and Feedback: Recognizing the diverse cultural and personal preferences of staff members may present a challenge. What motivates one teacher may not be the same for another, requiring a nuanced approach to ensure affirmation and recognition resonate with everyone equally.

Failure to effectively leverage the data from staff surveys

 = Priority



Priority Problem Statements

Barrier

Root Cause

1
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Limited Capacity for Data-Driven Instruction: Teachers may lack the time, expertise, or tools to effectively analyze data and adjust instruction accordingly. Insufficient access to real-time data or a lack of ongoing professional development in data analysis can hinder the ability to track student progress and make timely instructional changes.

A possible root cause of the limited capacity for data-driven instruction could be inadequate time and resources allocated for data analysis and instructional adjustment. Teachers are often tasked with multiple responsibilities, such as lesson planning, classroom management, grading, and meeting diverse student needs, leaving little time for in-depth data analysis.

2
★

Challenges in Supporting At-Risk and Emergent Bilingual Students: Implementing individualized language plans and tiered interventions may be complicated by limited staff capacity, lack of resources, or varying levels of teacher expertise in addressing the needs of diverse learners. Maintaining regular data tracking for these groups can be time-consuming and may face resource constraints.

A possible root cause of challenges in supporting at-risk and emergent bilingual students could be insufficient staffing and specialized training. Limited availability of interventionists or bilingual specialists, coupled with varying levels of teacher expertise in differentiating instruction for diverse learners, may hinder the effective implementation of interventions.

3
★

Collaborative Planning Time in PLCs: Providing sufficient time for teachers to collaborate in Professional Learning Communities (PLCs) and design TEKS-aligned lessons can be difficult due to scheduling conflicts or high demands on teachers' time. Without regular, structured collaboration, lesson planning may not be consistently aligned with the district's goals.

A possible root cause of challenges with collaborative planning time in PLCs is competing demands on teachers' time and scheduling constraints. Teachers often face heavy workloads that limit their availability for dedicated, structured collaboration. Additionally, differences in schedules across grade levels, subjects, or departments can make it difficult to align common planning times.

4
★

Sustaining Engagement: Maintaining consistent interest and involvement from parents and community members over time can be challenging, especially if they do not see immediate benefits.

Consistently maintaining interest and involvement from parents and community members can be difficult, especially if they don't perceive immediate benefits.

5
★

Scheduling Conflicts: Coordinating the schedules of committee members and other stakeholders for regular meetings can be problematic, leading to ineffective planning and follow-through on initiatives.

Coordinating committee members' and stakeholders' schedules for regular meetings can be challenging, resulting in ineffective planning and follow-through on initiatives.

6
★

Limited Time and Resources for Recognition: Administrators and leadership may struggle to find the time or resources to consistently recognize staff through weekly newsletters, social media announcements, or campus parades. The demands of managing daily operations could take precedence, leading to inconsistent implementation of recognition efforts.

Lack of scheduled time and resources to recognize staff

7
★

Access to Tailored Professional Development: Ensuring that all departments receive appropriate professional development resources can be challenging. Departments with fewer staff or specific needs may feel underserved if district-wide professional development doesn't align well with their unique subject matter.

limited time for professional development

8
★

Leadership Capacity for Regular Check-Ins: Campus leaders may not have the bandwidth to consistently conduct meaningful weekly check-ins with all teachers and staff. This could limit the personal engagement and feedback loop that is key to the strategy's success.

Campus leaders - organization and time management

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

Annual dropout rate data

Attendance data

Employee Data

Professional learning communities (PLC) data

Staff surveys and/or other feedback

Campus leadership data

Campus department and/or faculty meeting discussions and data

Professional development needs assessment data

Parent/Community Data

Parent surveys and/or other feedback

Parent engagement rate

Community surveys and/or other feedback

Parent and community partnership data

Support Systems and Other Data

Organizational structure data

Processes and procedures for teaching and learning, including program implementation

Communications data

Technology and resource allocation data

Scope and Sequence; Pacing Guides; and Other Focus Documents

Focus Group(s) data



Pillars

Pillar 1 Student Learning & Progress

Key Question 1

To what degree are all students demonstrating growth?

Initial Status: Maintain

System Response (Goal) 1

Support campuses in achieving equitable outcomes for all students by providing training, data analysis tools, and intervention strategies, while fostering collaboration through PLCs and targeted instructional practices.

Formative Reviews

On Track	On Track		
October	January	March	June

Strategy 1

Provide Professional Development on Instructional Strategies and Data-Driven Instruction: * Offer training to teachers on small group instructional specific to their subject area ensuring alignment with effective instructional strategies * Support PLCs by focusing on disaggregated data analysis to ensure equitable student progress across all groups. Provide district-level support on using data for Tier 1 instruction, progress monitoring, and placing students into appropriate intervention groups to consistently track growth and student achievement. * Provide teachers with targeted professional development on designing product-focused activities that align with TEKS standards and higher Depth of Knowledge (DOK) levels. This strategy will support mastery of key skills.

Intended Audience: teachers, PLC groups, instructional coaches, campus administration

Provider / Presenter / Person Responsible: Teaching & Learning Department

Date(s) / Timeframe: throughout the 2025-2026 school year

Collaborating Departments: Teaching & Learning Department

Delivery Method: varies

Staff Responsible: Teaching & Learning, Campus Administrators, Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategy 2

Targeted interventions and Individualized Plans for At-Risk and Emergent Bilingual Students: * Offer resources for developing individualized language plans for emergent bilingual students to address specific learning needs and language development goals. * Ensure that interventions for Tier 2 students are provided by subject teachers and that Tier 3 students receive targeted support from interventionists. Monitor the effectiveness of interventions by tracking student data regularly.

Intended Audience: teachers, PLC groups, intervention teachers, instructional coaches

Provider / Presenter / Person Responsible: Teaching & Learning Department, Multilingual Department

Date(s) / Timeframe: 2025 - 2026 school year

Collaborating Departments: Teaching & Learning Department, Multilingual Department

Delivery Method: varies

Staff Responsible: Teaching & Learning Department, Multilingual Department, Instructional Coaches, Interventionist

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategy 3

Enhance PLC and Lesson Design Structures to Support TEKS - aligned Planning: * Collaborate with campuses to establish and regularly revisit PLC and lesson design structures. Provide training during professional development sessions to ensure teachers are equipped with the tools and knowledge needed to plan or internalize lessons that align with TEKS standards. * Assist in creating a PLC and lesson planning / internalization schedule that allows for more collaboration and targeted action planning. This will include weekly meetings to identify high-priority standards, develop interventions, and analyze student progress through data-driven discussions.

Intended Audience: teachers, instructional coaches

Provider / Presenter / Person Responsible: Teaching & Learning Department, Campus Administrators, Instructional Coaches

Date(s) / Timeframe: 2025-2026 school year

Collaborating Departments: Teaching & Learning Department

Delivery Method: varies

Staff Responsible: Teaching & Learning Department

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategy 4

Support Student-Centered Learning Tools and Accountability: * Encourage the use of Essential Questions in every classroom by offering professional development on crafting effective questions, providing resources for posting these questions, and incorporating

student responses into PLC discussions to guide instructional adjustments. * Include Essential Questions and objectives in lesson plans, walkthrough forms, and classroom displays to ensure consistency and student engagement.

Intended Audience: teachers, students

Provider / Presenter / Person Responsible: Instructional Coaches

Date(s) / Timeframe: 2025-2026 School Year

Collaborating Departments: Campus Administration

Delivery Method: PLCs, Professional Development sessions

Staff Responsible: Campus Administration, Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategy 5

Foster a Culture of Continuous Improvement through Professional Development and Reflection: * Work with campuses to ensure that 100% of professional development sessions align with the strategic plan and focus on academic and social-emotional learning needs. * Promote the use of internalization documents and assessment data to reflect on and adjust lesson designs throughout the year, ensuring student growth and mastery of standards on multiple measures of assessments.

Intended Audience: Campus Instructional Team

Provider / Presenter / Person Responsible: Teaching & Learning Department

Date(s) / Timeframe: August Back to School Professional Development; January Professional Development; professional development throughout the 2025-2026 school year

Collaborating Departments: Teaching & Learning Department

Delivery Method: varies

Staff Responsible: Teaching & Learning Department, Campus Administration

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Key Question 2

To what degree are we using the data and developing a personalized learning environment to impact instruction for all students?

Initial Status: Maintain

Pillar 2 Student Readiness

Key Question 1

To what degree are we identifying and utilizing students' strengths and talents to fulfill their hopes and dreams?

Initial Status: Maintain

Key Question 2

To what degree are we preparing students for life readiness?

Pillar 3 Engaged, Well-Rounded Students

Key Question 1

To what degree do students demonstrate noble actions?

Key Question 2

To what degree do students utilize opportunities provided by the district to take initiative and advance personal growth?

Pillar 4 Community Engagement & Partnerships

Key Question 1

To what degree does our community have opportunities to partner with the school district?

Initial Status: Maintain

System Response (Goal) 1

Support the campuses in strengthening community engagement, enhancing parent communication, and ensuring effective planning for events throughout the school year.

Formative Reviews

On Track

On Track

October

January

March

June

Strategy 1

Provide Guidance for Committee Organization and Event Planning: * Assist the campuses in setting up committees with clearly defined roles and expectations. Each committee will meet at least once every nine weeks to plan community engagement events like open houses and multilingual showcases. * Offer resources and templates for event planning agendas and ensure alignment with the goals of showcasing students' strengths, talents, and growth. * Facilitate the distribution of parent feedback surveys to assess event effectiveness and gather input for future improvements.

Intended Audience: Campus Administration, staff members

Provider / Presenter / Person Responsible: Communications Department, Chief Administration Officer, Chief Learning Officer, Director of Federal Programs

Date(s) / Timeframe: Initial set up of committees at the beginning of the school year; every nine weeks

Collaborating Departments: Administration Office, Teaching and Learning Department

Delivery Method: varies

Staff Responsible: Communications Department, Chief Administration Officer, Chief Learning Officer, Director of Federal Programs

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategy 2

Enhance Parent Communication Systems: * Support the campuses by ensuring that Skyward access instructions are sent to all parents/guardians at the beginning of every nine week period. This communication will be in both Spanish and English.

Intended Audience: Campus Registrars, Parents / Guardians

Provider / Presenter / Person Responsible: Communications Department, PEIMS Coordinator

Date(s) / Timeframe: Each nine week period

Collaborating Departments: PEIMS, Communications Department, Campus Administration

Delivery Method: varies

Staff Responsible: Campus Administrators

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategy 3

Facilitate the Creation of a Special Events Calendar: * Assist the campus in developing a special events calendar that requires all team leaders, club sponsors, and PTO officers to add upcoming events at least one month in advance. * Provide a platform or tool for efficient calendar management that ensures all event information is clear, organized, and accessible to staff and families. * Encourage the campus to use parent feedback and surveys to assess the success of events and gather insights for future planning.

Intended Audience: Campus administration

Provider / Presenter / Person Responsible: Communications Department

Date(s) / Timeframe: monthly; weekly district information newsletter

Collaborating Departments: Communications, Teaching & Learning, Campus Administration

Delivery Method: varies

Staff Responsible: Communications, Chief Administration Officer, Chief Learning Officer

TEA Priorities: Improve low-performing schools

Strategy 4

Ensure Timely and Precise Communication with Stakeholders: * Offer training or tools for staff to communicate with parents and community stakeholders effectively. This includes ensuring all event notifications are timely, transparent, and available in multiple languages where necessary. * Encourage regular updates to parents through emails, newsletters, and phone calls to inform them about upcoming campus-wide events and happenings.

Intended Audience: Campus Staff

Provider / Presenter / Person Responsible: Communications Department

Date(s) / Timeframe: timely communication efforts dependent upon event

Collaborating Departments: Communications, Administration

Delivery Method: varies

Staff Responsible: Communications Department

TEA Priorities: Recruit, support, retain teachers and principals

Key Question 2

To what degree are stakeholders adequately informed and able to interact with SISD personnel?

Pillar 5 Professional Learning & Quality Staff

Key Question 1

To what degree do our recruitment and retention strategies align with the district's strategic plan?

Initial Status: Maintain

System Response (Goal) 1

Support campuses in retaining high-quality teachers and staff by promoting recognition, professional development, and personalized engagement throughout the school year.

Formative Reviews

On Track	On Track		
October	January	March	June

Strategy 1

Implement a Culture of Recognition and Appreciation: * Encourage campuses to provide weekly or monthly recognition for teachers' and staff's efforts using platforms such as Facebook, newsletters, and morning announcements. * Support the implementation of celebrations, such as campus parades, for Teacher and Staff Member of the Month. Provide resources to help campuses with certificates, rewards, and social media announcements, ensuring recognition * Promote weekly check-ins between campus leadership and teachers to foster personal connections and offer consistent feedback. Ensure leaders have the tools to maintain meaningful interactions that address professional and personal well-being.

Intended Audience: Campus administration, teachers, campus staff

Provider / Presenter / Person Responsible: Chief Administration Officer, Director of Communications

Date(s) / Timeframe: weekly check ins with staff members, monthly recognition

Collaborating Departments: Administration, Communications Department

Delivery Method: varies

Staff Responsible: Communications Department

TEA Priorities: Recruit, support, retain teachers and principals

Strategy 2

Develop Personalized Affirmation Systems: * Assist campuses in administering interest surveys so that administration understands every teacher and staff member's preferred method of receiving affirmation. * Support campuses in scheduling daily affirmation events, such as "Cat Compliments", handwritten notes, WOW wagon walks and incentives like jeans and t-shirt passes.

Intended Audience: Campus Administration

Provider / Presenter / Person Responsible: Communications, Teaching & Learning

Date(s) / Timeframe: daily

Collaborating Departments: Communications, Administration, Teaching & Learning

Delivery Method: varies

Staff Responsible: Director of Communications, Chief Administration Officer, Chief Learning Officer

TEA Priorities: Recruit, support, retain teachers and principals

Key Question 2

To what degree are we inducting new employees into our learning organization?

Key Question 3

To what degree do we provide personalized professional learning that promotes reflection, enhances instructional quality, and builds staff capacity?

Pillar 6 Fiscal & Operational Systems

Key Question 1

To what degree are all facilities well-maintained and conducive to learning?

Key Question 2

To what degree do staff have access to resources necessary to fulfill the strategic plan?

Pillar 7 Safety & Well-Being

Key Question 1

To what degree do our students and staff feel safe at school?

Key Question 2

To what degree do we ensure social well-being for all students?

Key Question 3

To what degree do we ensure social well-being for all staff?



State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 42.84

Brief Description of SCE Services and/or Programs

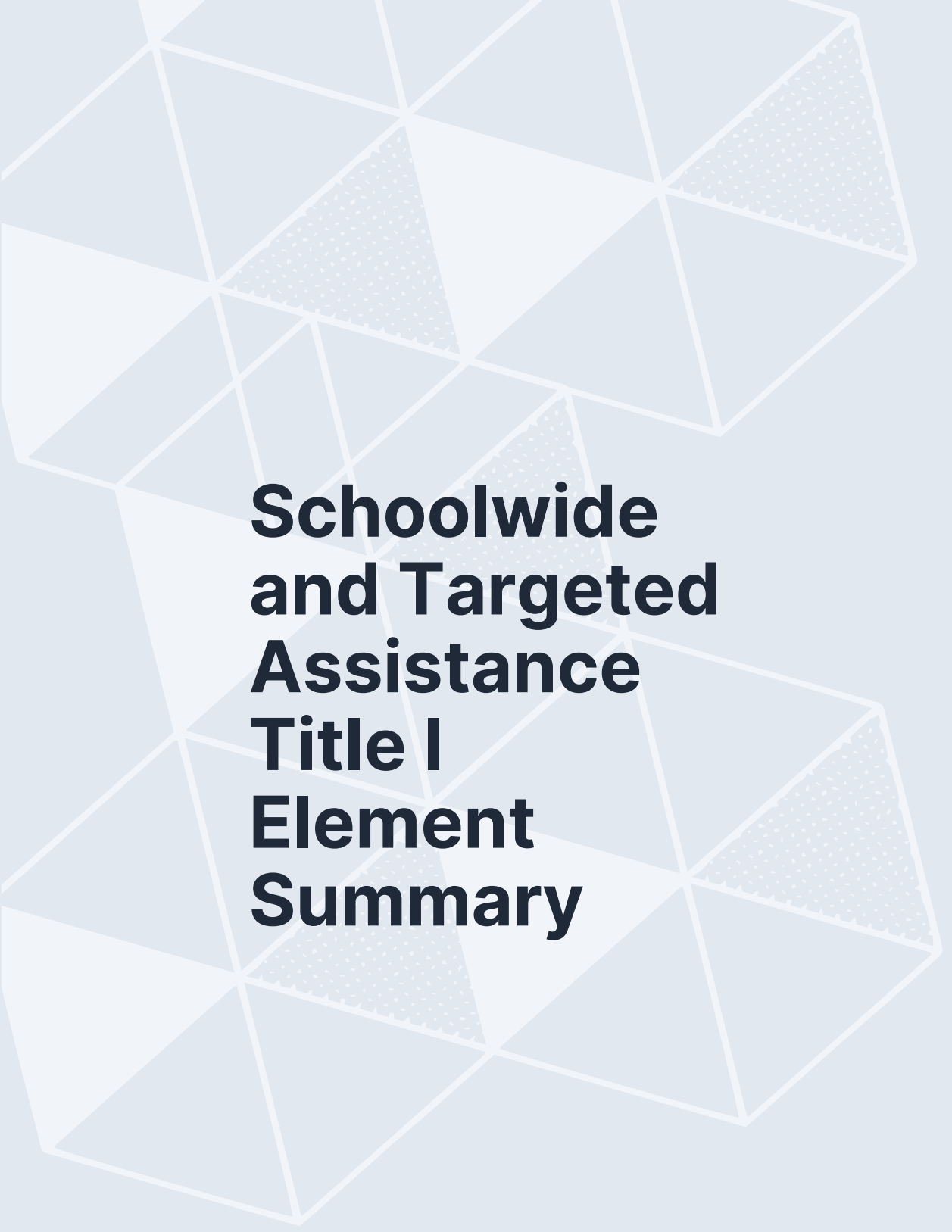
Splendor Independent School District uses State Compensatory Education (SCE) funds to support supplemental personnel and programs designed to improve academic performance and reduce risk factors for students identified as at risk of dropping out of school. SCE-funded positions include instructional coaches, instructional leaders, teachers, counselors, MTSS/504 specialists, and instructional aides who provide targeted academic, behavioral, attendance, and social-emotional supports. The use of SCE funds is aligned to findings from the Comprehensive Needs Assessment and supports consistent implementation of evidence-based instructional practices, intervention systems, and student support services across campuses. All SCE-funded activities supplement the regular education program and are evaluated annually to ensure effectiveness in improving outcomes for at-risk students.

Personnel for District Improvement Plan

Name	Position	FTE
Abke, Tamara	Counseling & Wellness Coordinator	0.5
Achji Gomez, Ruaida	Teacher	0.5
Angelilli, Renee	Teacher	0.5
Beasley, Halie	Aide - Classroom	0.5
Bennett, Lelata	Counselor	0.5
Billingsley, Eden	Aide - Self Contained Sp. Ed.	0.5
Boles, Rebecca	Counselor	0.5
Bourbeau, Jeanette	Counselor	0.5
Briggs, Mary	Counselor	0.5
Burns, Lisa	Aide - Pre K	0.5
Caldera, Vanessa	Teacher	0.5
Christenberry, Chelsea	Aide - Pre K	0.5
Christmas, Cassandra	Aide - MTSS	1
Cochran, Jessica	Aide - Classroom	1
Cromeens, Heidi	Teacher	0.5
Davis, Staci	STEM Coordinator	1
Depool Escalona, Ketty	Aide - Classroom	0.5
Duett, Hayley	Aide - MTSS	1

Duke, Rebecca	Aide - Classroom	0.5
Feldmann Gonzalez, Ernesto	Teacher	0.5
Franquez, Tayler	Aide - Classroom	1
Free, Patricia	Aide - Classroom	0.5
Gonzales, Joshua	Teacher	1
Hansen, Laura	Humanities Instructional Coach	1
Harris, Sara	RTI Teacher	1
Hilario Santos, Sayra	Aide - MTSS	1
Hutcheon, Sabrina	Aide - Self Contained Sp. Ed.	1
Ingram, Krystal	MTSS / 504 Specialist	1
Jackson, Dawn	Director of Curriculum	1
Jolly, Mary	District Behavior Para	1
Levis, Stacey	Aide - Self Contained Special Ed.	1
Linnehan, Laurie	Teacher - Pre K	0.5
Lopez, Laurie	Aide - MTSS	1
Lougee, Anne	Counselor	0.5
Lynch, Vickie	Aide - Self Contained Special Ed.	1
Martinez, Andrinee	Mental Health & Wellness Counselor	0.5
Martinez, Stevie	Counselor	0.5
Milano, Elka	Teacher	0.5
Mixon, Traci	Attendance & Residency Officer	1
Musy, Sarah	MTSS / 504 Specialist	1
Pacheco, Mary	Student Success Liaison	1
Pitts, Chasey	Aide - MTSS	1
Poulter, Traci	Teacher	0.5
Preciado, Rocio	Aide - Pre K	0.5
Ricci, Brittany	Humanities Coordinator	1
Rodarte, Perla	Aide - Pre K	0.5
Santana, Kayla	Aide - Self Contained Special Ed.	1
Shenkir, Richard	Aide - Classroom	1

Shores, Christy	Aide - MTSS	1
Smith, Lisa	Teacher	1
Squier, Paul	Teacher	1
Walulik, Cassandra	MTSS / 504 Specialist	1
Weaver Rood, Amanda	Teacher	0.5
Wells, Shelley	Humanities Coordinator	1
Wildman, Laura	STEM Coordinator	0.34
Wright, Lori	Director of Secondary Teaching & Learnin	1
Zerpa Briceno, Monica	Aide - Classroom	0.5



Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

The LEA monitors students' progress toward meeting the challenging State academic standards through the development and implementation of a well-rounded program of instruction designed to address the academic needs of all students. This program is grounded in the Texas Essential Knowledge and Skills (TEKS) and includes a balanced focus on literacy, mathematics, science, social studies, and enrichment opportunities that support the whole child.

Student progress is monitored through multiple measures, including formative classroom assessments, district benchmark assessments, progress monitoring tools, and state assessment data. Teachers and campus leadership teams regularly analyze these data to identify trends, instructional gaps, and individual student needs. Results are used to inform instructional planning, adjust pacing, and implement targeted interventions or enrichment as needed.

The LEA ensures instructional consistency and quality through aligned curriculum resources, ongoing professional development, and instructional coaching. Collaborative planning structures, such as Professional Learning Communities (PLCs), provide opportunities for educators to review student performance data and refine instructional practices to improve outcomes. Additionally, the LEA supports campuses in implementing evidence-based instructional strategies and intervention programs to ensure all students, including those at risk of academic failure, have access to rigorous and meaningful learning experiences.

Through continuous monitoring, data-driven decision-making, and intentional instructional supports, the LEA ensures that its well-rounded program of instruction effectively supports student progress toward mastery of the State's academic standards.

1.2 Identifying students who may be at risk for academic failure;

The LEA identifies students who may be at risk for academic failure through a systematic, data-driven process that uses multiple academic and non-academic indicators. Campus and district staff regularly review student performance data, including formative classroom assessments, district benchmark assessments, progress monitoring tools, state assessment results, attendance records, course grades, and behavioral data.

Student data are analyzed at multiple points throughout the school year by campus leadership teams, teachers, and support staff through established data review cycles and collaborative planning structures. These reviews allow the LEA to identify students who are not making adequate academic progress or who demonstrate early warning signs of academic risk.

The LEA places particular emphasis on the early identification of students in historically underperforming student groups and those who may require additional academic, behavioral, or social-emotional support. Once identified, students are flagged for targeted interventions, ongoing progress monitoring, and additional instructional supports as outlined in campus and district improvement plans.

By using multiple measures and consistent review processes, the LEA ensures timely identification of students at risk for academic failure and implements proactive supports to improve student outcomes and promote academic success.

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

The LEA provides additional educational assistance to individual students who are determined to need help in meeting the

challenging State academic standards through a structured, evidence-based system of supports. Using data from multiple sources, including formative assessments, benchmark assessments, progress monitoring tools, and state assessment results, campuses identify students requiring targeted or intensive instructional interventions.

Students receive additional educational assistance through a variety of instructional supports, which may include small-group instruction, individualized intervention programs, extended learning opportunities, tutoring, and supplemental instructional materials aligned to the Texas Essential Knowledge and Skills (TEKS). These supports are implemented during the school day and, when appropriate, through before- or after-school programs or additional instructional time.

The LEA utilizes a Multi-Tiered System of Supports (MTSS) framework to ensure interventions are matched to student needs and delivered with fidelity. Progress monitoring occurs regularly to assess the effectiveness of interventions and to make timely adjustments as needed. Campus teams review student progress data during scheduled data meetings and adjust instructional strategies, intensity, or placement within tiers to support continuous improvement.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

The LEA identifies and implements instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning through a continuous improvement process grounded in data analysis and evidence-based practices. District and campus leadership teams use results from comprehensive needs assessments, student performance data, and stakeholder input to identify instructional priorities and areas for improvement.

Instructional strategies are aligned to the Texas Essential Knowledge and Skills (TEKS) and focus on improving core academic instruction, increasing instructional rigor, and addressing identified learning gaps. These strategies may include the implementation of high-quality instructional materials, differentiated instructional practices, targeted intervention programs, and professional learning for educators to strengthen instructional effectiveness.

In addition to instructional supports, the LEA implements strategies designed to improve school conditions for learning, including strengthening classroom management practices, supporting positive school climate and culture, addressing student engagement and attendance, and providing social-emotional and behavioral supports as needed. The LEA ensures that strategies are implemented with fidelity through ongoing monitoring, instructional coaching, and regular review of implementation data.

Progress toward strengthening academic programs and improving school conditions is monitored through established data review cycles, classroom observations, and feedback from campus leadership teams. Based on ongoing evaluation, strategies are refined to ensure they effectively support student learning and promote continuous improvement across all campuses.

Descriptor 2: Teacher Quality

The LEA ensures equitable access to effective, experienced, and appropriately certified teachers by routinely analyzing educator assignment data to identify and address any disparities that may result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

The LEA conducts annual and ongoing reviews of staffing data, including teacher certification, years of experience, assignment alignment, and student demographic information. These analyses are used to identify trends or disproportionalities at the campus and district levels. Findings are reviewed by district leadership and campus administrators to inform staffing decisions and targeted support efforts.

When disparities are identified, the LEA implements targeted strategies to address identified gaps. These strategies may include prioritized recruitment and retention of qualified educators, targeted professional development, instructional coaching, and mentoring supports for new or developing teachers. The LEA also provides campus-level support to ensure teachers are appropriately placed in content areas aligned with their certification and expertise.

Additionally, the LEA leverages induction programs, mentoring structures, and ongoing professional learning to strengthen instructional effectiveness across all campuses, with particular focus on campuses serving higher percentages of low-income and minority students. Progress is monitored through regular staffing reviews, teacher performance data, and

Descriptor 3: School Improvement and Support Activities

The LEA carries out its School Support and Improvement responsibilities under Section 1111(d)(1) and (2) by implementing a structured, data-driven system of support for campuses identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). These activities are designed to address identified needs, strengthen instructional practices, and improve student outcomes through continuous improvement processes.

For identified campuses, the LEA ensures the development and implementation of comprehensive needs assessments that inform the creation of aligned campus improvement plans. These plans include evidence-based strategies focused on improving academic achievement, addressing performance gaps among student groups, and strengthening school conditions for learning. The LEA provides guidance, templates, and technical assistance to support campuses in meeting statutory requirements and implementing plans with fidelity.

The LEA provides differentiated support to identified campuses through ongoing monitoring, instructional coaching, professional development, and leadership support. This may include targeted assistance in curriculum alignment, instructional practices, data analysis, and implementation of intervention strategies aligned to the Texas Essential Knowledge and Skills (TEKS). Regular progress reviews are conducted to assess implementation and effectiveness of improvement strategies and to make timely adjustments as needed.

Additionally, the LEA ensures meaningful stakeholder engagement in the school improvement process, including collaboration with campus staff, families, and community partners. Progress toward improvement goals is monitored through established data review cycles, performance metrics, and accountability measures. Through continuous monitoring, targeted support, and collaboration, the LEA fulfills its responsibilities to support and improve schools identified under Section 1111(d).

Descriptor 4: Measure of Poverty

The LEA uses economically disadvantaged status as the primary measure of poverty to select school attendance areas for Title I, Part A services in accordance with Section 1113. Economically disadvantaged status is determined using eligibility for the National School Lunch Program (NSLP) or other state-approved poverty measures.

The LEA annually reviews campus-level poverty data to rank school attendance areas from highest to lowest poverty. Schools are served in rank order of poverty in compliance with federal requirements, with priority given to campuses with the highest percentages of economically disadvantaged students. The LEA ensures that Title I, Part A funds are allocated to eligible campuses based on this ranking process.

The LEA documents and maintains poverty data and ranking methodologies as part of its Title I planning and compliance processes. Any changes to poverty measures or attendance area configurations are reviewed to ensure continued alignment with statutory requirements. Through the use of consistent and objective poverty criteria, the LEA ensures equitable and transparent selection of school attendance areas for Title I services.

Descriptor 5: Nature of Programs

Our seven campuses operate as Title I, Part A schoolwide programs. Schoolwide programs are designed to upgrade the entire educational program of eligible campuses. These programs are based on comprehensive needs assessments and include evidence-based instructional strategies that strengthen core academic instruction for all students. Schoolwide activities may include high-quality curriculum resources aligned to the Texas Essential Knowledge and Skills (TEKS), professional learning for educators, instructional coaching, and schoolwide intervention and enrichment supports. The LEA ensures that Schoolwide programs are implemented with fidelity and regularly evaluated for effectiveness in improving

student achievement.

Descriptor 6: Services to Homeless Children and Youth

The LEA provides services to homeless children and youth to support enrollment, attendance, and academic success in coordination with the services provided under the McKinney-Vento Homeless Assistance Act. The LEA ensures that homeless students are identified in a timely manner and are enrolled immediately in school, regardless of the availability of records, in accordance with federal requirements.

The LEA's designated McKinney-Vento Homeless Liaison works collaboratively with campus staff, counselors, social workers, and community partners to remove barriers to enrollment, attendance, and participation in school activities. Support services may include assistance with school supplies, transportation coordination, access to academic interventions, and referrals to community-based resources that support student stability and well-being.

Homeless students receive priority access to Title I, Part A services, including supplemental academic support, tutoring, and other educational assistance designed to help them meet challenging State academic standards. These services are provided regardless of whether the student attends a Title I-served campus.

The LEA annually determines the amount of Title I, Part A funds reserved to support homeless children and youth based on a review of historical enrollment data, projected needs, and input from the McKinney-Vento Homeless Liaison. This needs-based methodology ensures sufficient resources are available to address identified barriers and support academic success. The reserved funds are monitored throughout the year and adjusted as necessary to respond to changes in student needs.

Through coordinated planning, targeted services, and ongoing monitoring, the LEA ensures that homeless children and youth receive equitable access to educational opportunities and the support necessary for academic success.

Descriptor 7: Parent and Family Engagement Strategy

The LEA implements effective parent and family engagement in accordance with Section 1116 through the development, adoption, and implementation of a written Parent and Family Engagement (PFE) Policy. This policy is developed with meaningful input from parents and family members and is reviewed and updated periodically to reflect the needs of families and the district.

The LEA's Parent and Family Engagement strategy is designed to build strong partnerships between families, schools, and the community to support student academic success. The LEA provides parents with timely and understandable information regarding academic programs, curriculum, assessments, and student progress. Communication is offered in multiple formats and languages, as appropriate, to ensure accessibility for all families.

Campuses implement parent and family engagement activities aligned to the LEA's PFE Policy, including parent meetings, workshops, family learning events, and opportunities for parents to participate in decision-making processes related to Title I programs. The LEA provides guidance and technical assistance to campuses to support the effective implementation of engagement strategies and ensures coordination with other district initiatives.

The effectiveness of parent and family engagement efforts is evaluated annually using parent feedback, participation data, and campus reports. Results are used to improve engagement strategies and ensure meaningful collaboration that supports student learning. Inclusion of the LEA's written Parent and Family Engagement Policy within the LEA Plan fulfills the statutory requirements of Section 1112(b)(7).

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

The district does not have Targeted Assistance Program campuses for the 2025-2026.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

The LEA implements intentional, coordinated strategies to facilitate effective transitions for students from the middle grades to high school and from high school to postsecondary education. These strategies are designed to support academic readiness, social-emotional development, and informed decision-making to promote student success beyond each transition point.

To support the transition from middle school to high school, the LEA provides activities that may include academic planning, student and family orientation events, and collaboration between middle and high school staff. Counselors, campus administrators, and instructional staff work together to ensure students are placed in appropriate coursework aligned to graduation requirements and individual academic needs. Student performance data are reviewed to identify students who may require additional academic or behavioral supports during the transition to high school.

For the transition from high school to postsecondary education, the LEA offers comprehensive college, career, and military readiness supports. These may include academic and career counseling, assistance with course planning and graduation pathways, access to advanced coursework and dual credit opportunities, and guidance related to postsecondary applications, financial aid, and career pathways. Partnerships with institutions of higher education, workforce organizations, and community partners support student exposure to postsecondary options and career exploration.

The LEA monitors the effectiveness of transition strategies through student participation data, academic performance indicators, graduation outcomes, and postsecondary readiness measures. Data are used to refine transition supports and ensure students are prepared for success in high school and beyond.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

The LEA increases student access to early college high school opportunities, dual or concurrent enrollment programs, and career counseling to support successful transitions from high school to postsecondary education. These opportunities are designed to expand access to rigorous coursework, support college and career readiness, and help students identify individual interests, strengths, and career pathways.

The LEA provides students with opportunities to participate in dual or concurrent enrollment courses that allow students to earn postsecondary credit while enrolled in high school. Access to these programs is communicated to students and families through counseling services, campus information sessions, and academic planning processes. The LEA works to remove barriers to participation and promotes equitable access for traditionally underrepresented student groups.

Career counseling services are provided to assist students in identifying career interests, skills, and postsecondary goals. Counselors support students in developing individualized academic and career plans aligned to graduation requirements and postsecondary pathways. Students may also engage in career exploration activities, including interest inventories, advising sessions, and exposure to workforce and postsecondary options.

The LEA monitors participation and outcomes related to early college, dual or concurrent enrollment, and career counseling through enrollment data, student performance indicators, and postsecondary readiness measures. Data are used to evaluate program effectiveness and inform continuous improvement efforts to expand access and support student success.

Descriptor 11: Discipline Disproportionality

The LEA supports efforts to reduce the overuse of discipline practices that remove students from the classroom by implementing data-driven strategies focused on prevention, equity, and continuous improvement. The LEA routinely reviews discipline data, including rates of in-school suspension, out-of-school suspension, and other exclusionary practices, with data disaggregated by student subgroup in accordance with accountability requirements.

The LEA identifies campuses with disproportionately high rates of disciplinary removals and conducts targeted reviews to determine contributing factors. Campus leadership teams are supported in analyzing discipline trends, policies, and practices to identify areas for improvement, particularly for student groups that are disproportionately impacted.

To address identified disparities, the LEA provides targeted support and professional development focused on positive behavior supports, effective classroom management, and restorative practices. The LEA may implement evidence-based frameworks and strategies designed to improve student behavior, increase engagement, and support positive school climate while minimizing the use of exclusionary discipline.

Progress is monitored through ongoing review of discipline data, campus feedback, and implementation checks. The LEA uses these data to evaluate the effectiveness of strategies and to adjust supports as needed. Through intentional monitoring, targeted intervention, and continuous improvement, the LEA works to reduce discipline disproportionality and ensure equitable access to high-quality instruction for all students.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

The LEA implements coordinated instructional strategies that integrate academic content and career and technical education (CTE) to support student skill development and preparation for in-demand occupations and industries within the State. These strategies are designed to align rigorous academic instruction with real-world applications that promote college, career, and workforce readiness.

Academic and CTE content are intentionally aligned through curriculum planning, cross-departmental collaboration, and instructional sequencing to ensure students develop both foundational academic skills and technical competencies. Instructional strategies may incorporate experiential learning opportunities such as project-based learning, work-based learning, industry-recognized certifications, and career exploration activities that connect classroom learning to practical applications.

The LEA provides students with access to CTE pathways and programs of study that align with regional workforce needs and State-identified in-demand industries. Career counseling and advising support students in selecting courses and pathways aligned to their interests, skills, and postsecondary goals. These coordinated efforts promote skills attainment, career awareness, and meaningful engagement in learning.

The LEA monitors participation and outcomes related to academic and CTE integration through enrollment data, course completion, credential attainment, and college, career, and military readiness (CCMR) indicators. Data are used to evaluate program effectiveness and guide continuous improvement to ensure students are prepared for success in postsecondary education and the workforce.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

The LEA provides students with access to work-based learning opportunities that offer in-depth interaction with industry professionals and, when appropriate, opportunities to earn academic credit. These experiences are designed to connect classroom instruction to real-world applications and support students in developing career-ready skills aligned to in-demand

occupations and industries within the State.

Work-based learning opportunities may include internships, job shadowing, apprenticeships, career mentorships, industry-based projects, and other experiential learning activities. These experiences are coordinated with academic and career and technical education (CTE) programs to ensure alignment with instructional goals and student learning outcomes.

The LEA collaborates with business, industry, and community partners to expand access to meaningful work-based learning experiences. Counselors and CTE staff support students in identifying appropriate opportunities aligned to their interests, skills, and postsecondary goals. When applicable, work-based learning experiences may be structured to provide academic credit in accordance with district and state guidelines.

The LEA monitors student participation and outcomes related to work-based learning through enrollment data, course completion, and college, career, and military readiness (CCMR) indicators. Data are used to evaluate effectiveness and guide continuous improvement to ensure equitable access and meaningful student engagement.

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

The LEA uses Title I, Part A funds, as appropriate, to assist schools in identifying and serving gifted and talented (GT) students, particularly those from historically underserved populations. These efforts are designed to support equitable identification practices and ensure that advanced academic opportunities are accessible to all eligible students.

The LEA supports campuses in implementing multiple criteria for identifying gifted and talented students, including academic performance data, teacher observations, screening tools, and other educationally related measures. Professional learning and guidance are provided to campus staff to support equitable identification processes and to reduce barriers for students who may be underrepresented in gifted and talented programs.

To support identified students, the LEA promotes instructional strategies and enrichment opportunities that extend learning, foster critical thinking, and support advanced academic achievement. These may include differentiated instruction, enrichment activities, and access to advanced coursework aligned to State academic standards.

The LEA monitors identification practices and student participation data to evaluate the effectiveness of strategies and to ensure equitable access to gifted and talented services. Data are used to inform continuous improvement efforts and to support campuses in meeting the academic needs of gifted and talented students.

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

The LEA assists schools in developing and strengthening effective school library programs that provide students with opportunities to develop digital literacy skills and improve academic achievement. Library programs are aligned to instructional goals and support student learning across content areas through access to high-quality print and digital resources.

The LEA supports campus library programs by promoting collaboration between librarians, teachers, and campus leadership to integrate library resources into classroom instruction. Library programs support student development of research skills, information literacy, technology skills, and responsible digital citizenship aligned to State academic standards.

The LEA provides guidance, professional learning opportunities, and access to instructional resources to support librarians in delivering effective library services that enhance student engagement and learning. Digital tools and resources are utilized to expand student access to information, support differentiated learning, and promote independent inquiry.

The effectiveness of school library programs is monitored through campus feedback, student usage data, and academic performance indicators. Data are used to inform continuous improvement efforts and ensure library programs meaningfully

Schoolwide and Targeted Assistance Title I Elements Personnel

Name	Position	Program	FTE
Banks, Jamian	Instructional Coach - Humanities	Splendora High School	0.25
Black, Deborah	Instructional Coach	Piney Woods Elementary	0.83
Brooks, Joyce	Aide - Media Specialist	Peach Creek Elementary	1
Foster, Lisa	Communications Coordinator	District	1
Freeze, Macy	Aide - Media Specialist	Piney Woods Elementary	1
Guzman - Hernandez, Kimberly	Aide - Media Specialist	Timber Lakes Elementary	1
Hernandez - Rivero, Veronica	Instructional Coach	Green Leaf Elementary	1
Hernandez, Lesbia	Aide - Self Contained Special Education	Splendora Junior High	1
Jenkins, Tammy	Aide - Self Contained Special Education	Splendora Junior High	1
Landrum, Courtney	Aide - Media Specialist	Green Leaf Elementary	1
Mikel, Nicole	Instructional Coach - Science & Math	Splendora High School	1
Mixon, Lindsey	Instructional Coach	Peach Creek Elementary	0.94
Richardson, Lori	Instructional Coach	Timber Lakes Elementary	0.92
Robinson, Donita	Aide - Self Contained Special Education	Splendora Junior High	1
Ward, Amanda	Aide - Media Specialist	Green Leaf Elementary	1



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Calesta House